**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report for Mini-Grants**

# General Information

Date: November 21, 2018

Grant Round: Eleven

Grant Number: M23

Institution Name(s): Georgia Southwestern State University

Team Members Ellen Cotter, Professor of Psychology, Department of Psychology and Sociology, ellen.cotter@gsw.edu

Project Lead: Ellen Cotter

Course Name(s) and Course Numbers: Human Growth and Development, PSYC 2103

Final Semester of Project: Fall 2018

***If applicable to your project:***

Average Number of Students Per Course Section: 40

Number of Course Sections Affected by Implementation of Revised Resources: 8 (per year)

Total Number of Students Affected by Implementation of Revised Resources: 320 (per year)

# 1. Project Narrative

*Describe the course of your revision or ancillary creation project, including*

* *A summary of your project’s purpose, plan, and timeline.*
* *The original works which were revised or added to, with links.*
	+ *For example, if you revised an open textbook, give the title, author, and link.*
* *A narrative description of how the project’s plan was carried out.*
* *Lessons learned, including anything you would do differently next time.*

The purpose of this project was to develop ancillary materials (a test bank and set of PowerPoints) for an existing OER. This OER has the advantage of containing more comprehensive content than other OERs in this subject area, but lacked instructor resources, which new instructors in particular are likely to need. The intended timeline was to create these resources from late Spring 2018 until the end of the Fall 2018 semester, with deliverables ready for use in the Spring 2019 semester.

The OER used as the basis for these materials is *Lifespan Development: A Psychological Perspective* authored by Martha Lally and Suzanne Valentine-French. It can be found on the internet at the following URL: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

The project’s plan was simply carried out by going through the chapters one by one and creating either test bank questions or PowerPoint slides depending on which task the project lead was working on at the time. For the PowerPoint slides, the basic text was entered first, and images and links were added afterward. Originally, the images and links were entered during the initial slide creation, but this proved to be too time-consuming from a divided attention standpoint.

Apart from allowing myself more time to make PowerPoints, there weren’t any real lessons learned from this activity. However, one significant challenge encountered along the way was that the OER itself was somewhat flawed. For example, when possible I attempted to use images from the OER in the PowerPoint slides to maintain continuity, but some of the sources listed for these images were either inaccurate or pointed to files on a computer hard drive that were inaccessible to other users. Also, it contained enough typographical, grammatical, and in some case information-based errors that sometimes I had difficulty knowing how to proceed. For example, the concept of *tabula rasa* was instead listed in the book as *tabula rosa*; when attempting to create a test question regarding this term, I was unclear whether to use the correct spelling (which could potentially confuse students who believed the book’s spelling to be correct) or stick with the book’s incorrect spelling (which creates misinformation). I do not have a solution for this problem because I can’t figure out a tactful way to contact the authors and suggest better proofreading.

# 2. Materials Description

* *Describe all the materials you have created or revised as part of this project. These descriptions may be used in the* [*GALILEO Open Learning Materials*](https://oer.galileo.usg.edu/) *repository in the official description field.*

For this project, I have created the following:

1. A test bank consisting of approximately 1,000 multiple-choice and true/false questions. This test bank was created in Microsoft Word and saved in a format that can be imported into learning management software (e.g., D2L BrightSpace) using a software program like Respondus. The files could also be opened within Word and the text copied and pasted into other documents to create paper-and-pencil exams.
2. A set of PowerPoint slides, with one PowerPoint file representing each chapter. These files are somewhat unwieldy in their current form because they contain so many slides, but they could be divided into shorter presentations (representing specific content areas within each chapter) as the user wanted. Any images incorporated in the files have been designated as fair use images, and appropriate sources have been indicated.

# 3. Materials Links

* *If you are hosting your materials in places other than GALILEO Open Learning Materials, please provide these links in this section. Otherwise, leave blank.*

# 4. Future Plans

* *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*
* *Describe any plans to revise or add to these materials in the future.*

I do not have any current plans to present or publish this work anywhere else. There wasn’t anything particularly innovative about what I did here; it just involved a lot of hours sitting in front of a computer, reading and typing.

I do not have any current plans to revise or add to these materials, with two exceptions. One is that if this OER textbook were updated, I would attempt to revise the ancillary materials to reflect any changes. Additionally, I would welcome the opportunity to collaborate with the OER authors on revisions or edits to this textbook.